DOCUMENT RESUME

ED 071 656 JC 730 026

AUTHOR Jensen, Mary E.
TITLE The Learning Center at Santa Ana College; A Study of Its Development and Operation.
INSTITUTION Santa Ana Coll., Calif.
PUB DATE Jan 73
NOTE 27p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS College Students; Counseling; Evaluation Methods; *Institutional Research; *Instructional Materials Centers; *Junior Colleges; Post Secondary Education; Program Evaluation; *Questionnaires; Research Methodology; *Student Attitudes; *Teacher Attitudes; Technical Reports; Tutoring

ABSTRACT

A study was undertaken in the 1972 Fall semester to evaluate the learning center at Santa Ana College. Questionnaires were administered, on an individual basis with the exception of the faculty, to students, learning assistants, instructors, and counselors regarding their involvement with and opinions about the center. A total of 112 students, 12 learning assistants, 13 counselors, and 43 faculty participated in the study. Results showed that all groups had positive feelings about the learning center, but feel that its services should be increased, including tutoring in more subjects, and that it should be open during evening hours. Recommendations made, based on the study, are: (1) Place the administration of the learning center under instructional services, with a budget for staff, supplies, and equipment; (2) Appoint a full-time director for the learning center; (3) Provide full-time clerical assistance for the center; (4) Increase efforts to inform students of the learning center and to encourage their use of it; (5) Increase efforts to inform instructors of the learning center and encourage them to participate in its activities; (6) Increase the number of disciplines in which tutoring is available; (7) Increase the group review sessions; (8) Schedule evening hours for the learning center; (9) Expand the services of the center to provide a place where students can use supplementary instructional materials in independent study; (10) Provide adequate space that is conducive to learning; and (11) Continue to perform follow-up studies. Appendixes provide the questionnaires used. (DB)

FILMED FROM BEST AVAILABLE COPY

ED 071656

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

THE LEARNING CENTER

at Santa Ana College

A STUDY OF ITS DEVELOPMENT AND OPERATION

JC 730 026

by

Mary E. Jensen, Ed.D.
Coordinator, Instructional Development

January, 1973

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 9 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

TABLE OF CONTENTS

INTRODUCTION	i
BACKGROUND	i
METHODS OF THE STUDY	i
FINDINGS OF THE STUDY	ii
STUDENT PROFILE	ii
PRESENT LEARNING CENTER FUNCTIONS AND ACTIVITIES	ii
FUTURE ADMINISTRATION AND OPERATION OF THE LEARNING CENTER	iii
COMMENTS ABOUT THE LEARNING CENTER	iv
CONCLUSIONS	v
RECOMMENDATIONS	vi
APPENDIX	vii

INTRODUCTION

This report presents the findings of a study undertaken in the 1972 fall semester at the request of the Associate Dean for Counseling and Guidance to evaluate the operation of the learning center at Santa Ana College.

BACKGROUND

During the 1969-70 college year, the Associate Dean for Counseling and Guidance initiated a small tutoring program to give individual and group assistance to interested students in a broad range of subjects. Space for the program was provided by the library.

The next two years saw an expansion of the program to provide assistance with study skills, quiz and review sessions, and utilization of supplementary instructional materials. Procedures for organization and record keeping were developed. A budget for staffing and operating the center was prepared. One counselor was assigned to be the Director and all counselors participated in the operation of the center.

In 1972 the center was moved to the new library facilities. During the 1972-73 year hard and software were purchased. Procedures for operating the center have been refined. Regular in-service training for the learning assistants was instituted. Participation by instructors in selecting learning assistants and providing instructional materials has increased.

It was evident that since its beginning in 1969, the scope of services offered by the center had greatly expanded. The operation of the center had become more complex and required additional time and effort of the Director to effectively maintain the services. The Student Personnel Service questioned whether the learning center was fulfilling its functions and meeting the needs of students. (See appendix). Therefore, during the 1972 fall semester, a study was undertaken at the request of the Associate Dean for Counseling and Guidance to evaluate the learning center and to make recommendation regarding its future operation.

METHODS OF THE STUDY

It was believed helpful and desirable to obtain anonymous information from students, learning assistants, instructors and counselors, regarding their involvement with, and opinions about the learning center. A 20-30 item questionnaire was prepared for each group. A number of similar questions as well as others specific to each group were included in the questionnaires. (See appendix). All were also given the opportunity to comment on the learning center.

The study, initiated in mid-November, 1972, was completed the first week in January, 1973. All questionnaires, with the exception of those for the faculty, were administered on an individual basis. Learning assistants requested all students who attended individual or group sessions to complete the questionnaire. A total of 112 students participated in the

survey. The writer administered questionnaires to learning assistants and counselors. Twelve of the twenty-four learning assistants who regularly attended weekly in-service meetings and all (thirteen) counselors completed the instrument. A random sample, consisting of thirty percent of the full time instructors, plus all department, division, or program chairmen, comprised the group of sixty selected to participate in the study. An identification number was assigned to each individual to assist in follow-up communication. A total of forty-five or seventy-five percent of the faculty sample returned the questionnaires.

FINDINGS OF THE STUDY

This part of the report is divided into several sections with findings related to students, learning assistants, counselors and instructors included as they pertain to each of the areas. Specific data are referred to when they are of particular importance to the study.

STUDENT PROFILE

Twenty-one percent of the students surveyed were eighteen years or under with the majority, fifty-nine percent between the ages of 19 and 29. Almost half the students had completed less than 15 college units, with 19% between 16-30 units and 25% less than 60 units. The majority of students were full-time, carrying between 10 and 18 units. Most students had at least a part-time job with half working 20 or more hours per week. The largest number of students, 61% had tutoring in their most difficult subject 3 times or less. About 1/3 reported they had tutoring 4 or more times in a single subject. Of students who had been at the college more than one semester, 21% reported their approximate grade point average to be between 1.0 and 2.20. Sixty percent estimated their average to fall within the 2.21 -- 3.40 range, only 10% had averages above 3.41.

PRESENT LEARNING CENTER FUNCTIONS AND ACTIVITIES

Learning assistants were available to assist students in most of the major disciplines, however, there were areas, notably Urban Studies, in which no individual or group assistance was offered. Most individual tutoring and review sessions were held in business, humanities, social science, mathematics and science. A much smaller number of students sought assistance in the areas of English, foreign language, child development and automotive courses.

Students, learning assistants, counselors, and instructors believed that individual tutoring was more valuable to students than group reviews or listening to tapes. Most students came to the learning center because they did not understand or know how to apply basic concepts in their courses, understand what they were supposed to learn, know how to find important points in textbooks, and know how to study for tests. Learning assistants felt they gave students assistance with these problems and this belief was confirmed by the students. Almost 75% of the students, supported by learning assistants and faculty, believed they would get a

higher grade than they would have gotten without tutoring or pass course instead of failing. More than 75% of all students reported they were able to get the assistance they needed and felt the learning assistants were of considerable help to them. The majority of counselors and instructors thought the learning assistants possessed good to excellent qualifications to work with students.

Students expressed positive feelings about the learning center. They believed people really wanted to help them and that their questions and concerns about their courses were understood. Counselors, in a position to be observers, thought both students and learning assistants were interested in the processes of learning. All learning assistants, nearly all students, and a majority of instructors and counselors recommended the learning center to students.

All groups thought the learning center was open an adequate number of hours, but wanted evening hours scheduled. Most believed students got the help they needed in the learning center. However, it was indicated that a number of students were not helped because learning assistants were not available in the subjects in which they needed help or the center was not open at hours convenient for them.

FUTURE ADMINISTRATION AND OPERATION OF THE LEARNING CENTER

All groups agreed that the services of the learning center should be increased and could be improved by having tutoring in more subjects, evening hours, and more group review sessions. Approximately one-half of the counselors and one-fourth of the students and instructors thought the amount of space, books and audio visual materials should be increased.

Counselors and instructors were querried about the administration of the learning center. Nearly 75% of the counselors and instructors who responded thought there was a need for a full-time director for the center. The majority of these two groups believed that the functions of the learning center were more related to instruction than counseling and that the administration of the center should be under instructional services.

Approximately 75% of all counselors and instructors thought the learning center would be more effective if instructors were more involved in its operation. Fifty percent of the instructors wanted to work more directly with the center. Instructors believed it important that they participate in the selection and in-service training of learning assistants and in selecting instructional materials. However, the majority of instructors did not feel it was appropriate for them to be involved in the day to day supervision of the center. The majority of counselors concurred and indicated that their time could best be used in activities more directly related to counseling services. All counselors and nearly all instructors thought that supplementary materials of instruction, i.e., slides, tapes, filmstrips, and other resources should be available to students to use in independent study in the learning center.

COMMENTS ABOUT THE LEARNING CENTER

Students' Comments

"_____ is an excellent tutor. There should be more tutors like him available at the learning center. He has tremendously expanded my understanding of chemistry. Also he has been a great help in math. He should get the "Tutor of the Year Award". He very much understands the plight of the student and does within his powers to make himself available. He is very good at individual tutoring, review sessions and discussion topics. He sets an excellent standard at the tutoring center. Many other people feel the same as I do."

"The two sessions I spent here was very helpful in my understanding of how to better myself in my most difficult subject. The tutoring center is well organized and I'm grateful for the help I get, especially in my condition. Having been away from school for 34 years is not an easy task for me to undertake, but I feel that I'm improving myself in all my subjects and with the help of the tutoring center I will achieve a new goal in life. I thank you."

"Learning center is very very helpful to me and I very happy with it. Thank you. I think this service is very good. I know it has always helped me in all my classes. It is very organized and you can depend on the tutors to show up. I think if this wan't here I would probably flunk."

"I feel the reviews for tests are the best help I have received. Reviewing certain concepts of the text individually, have also been helpful to me."

"Being my first time in the learning center can only give my first impressions. I wish there was more material for each subject available, more room to study or work, and more tutors. I see this center as a place that mends broken educational foundations as well as reinforcing the present education all of us are receiving. I think it should be enlarged and developed."

"I feel that the learning center should be more widely publicized. Possibly by having teachers announce the names of tutors for their particular subject. I feel that it has been very valuable to almost everyone who has made use of it."

"The learning center has helped me a lot. Some of my friends told me about it last year but I didn't come. I have a job and 16 units and coming to review sessions helped me organize my time. (_____) my tutor has helped me a lot."

"I believe that this learning center is by far the best thing that ever happened to this college or for that any other that gives this service. I think that this school is the best junior college around because of the learning center."

"The people at the learning center have a genuine eagerness to help."

Students' Comments - continued

"The review sessions are very helpful!!"

"I found the learning center most helpful, and the staff most courteous, especially (_____)."

"The learning center is basically too noisy and far too crowded."

Instructors' Comments

"I think the idea of the learning center is great!"

"My area and students have not been very involved in the learning center. However, from what I know of it, it is an excellent idea and service and I plan to become more involved with it in the future."

"The learning center needs more space and equipment. It needs to be considered as a high-priority instructional tool. It can be very helpful if given the needed attention."

"The learning center has been just excellent for the first year. The center serves a very real need -- should be expanded."

"Frankly, I think the idea of the learning center is great, but I am embarrassed to say my knowledge of the center is almost nil. As you can see my answers on the IBM are sparce because of my ignorance. As others, I have been asked to submit tests, etc., but no one has pressed me and due to procrastination, I have yet to submit anything. Certainly the idea needs to be encouraged. Probably we teachers need more pressure from the administration to make it work more effectively."

Counselors' Comments

"I don't think the learning center is doing much for the educationally handicapped. It needs a professional learning person (one who can work with various learning disabilities.)"

"I think the learning center is great - can be improved by a trained full-time director and coordinator with other student improvement programs (i.e. reading lab)."

CONCLUSIONS

Students confirmed that the learning center is providing the services which were offered to them. The center is beginning to reach students with lower grade point averages. Students believe the assistance they received will help them to improve their grades. Individual tutoring is of most value to students but the number of group reviews should be increased.

The learning center performs instructional functions and should be placed under the instructional services of the College. Instructors want to be more involved in activities related to the center, but not in its direct supervision. Counselors believe they are used most effectively when performing counseling functions.

Students, learning assistants, instructors and counselors have positive feelings about the learning center. They believe its services should be increased, including tutoring in more subjects and open during evening hours. Counselors and instructors recommend that the learning center house supplementary instructional materials for students to use in independent study. Facilities should be studied and may need to be increased in order to provide space and atmosphere conducive to learning. Similar consideration should be given to providing adequate and appropriate instructional meterials and equipment.

RECOMMENDATIONS

The following recommendations are made with regard to future administration, supervision and operation of the learning center:

1. Place the administration of the learning center under instructional services with a budget for staff, supplies, and equipment.
2. Appoint a full-time director for the learning center.
3. Provide full-time clerical assistance for the center.
4. Increase efforts to inform students of the learning center and to encourage their use of it.
5. Increase efforts to inform instructors of the learning center and encourage them to participate in its activities.
6. Increase the number of disciplies in which tutoring is available.
7. Increase the group review sessions.
8. Schedule evening hours for the learning center.
9. Expand the services of the center to provide a place where students could use supplementary instructional materials in independent study.
10. Provide adequate space for the center which is conducive to learning.
11. Continue to do follow-up studies on the effectiveness and operation of the center.

APPENDIX

To Students Who Visit the Learning Center

Tutoring in the Learning Center

Student Information and Questionnaire

Faculty Information and Questionnaire

Learning Assistant Questionnaire

Counselor Questionnaire

TO STUDENTS WHO VISIT THE LEARNING CENTER - WELCOME!

The major objective of the learning center is to help you LEARN HOW TO LEARN. For that reason, the learning assistants emphasize this process of helping you learn how to get information for yourself and how to understand it once you have found it. They will not do your work for you because that would not help you learn. There is much satisfaction in learning how to do something yourself, and the learning assistants will try to help you achieve this satisfaction. In attempting to implement our major objective, there are, then, certain kinds of help learning assistants will and will not offer. We have listed some of them here, so you will know what you can expect from the learning assistants who will work with you.

The learning assistants are prepared to offer you the following help:

1. Explain methods for studying a course.
2. Give suggestions on how to study the text.
3. Review with you the course outline and objectives of the course.
4. Review with you and explain the assignments, if your instructor has given you written assignment sheets, or if you have your notes about an assignment.
5. Check your work to see whether or not you are making errors, or to identify errors and make suggestions for improving your work.
6. Point out major topics, concepts and kinds of information in your course which are important in understanding the subject.
7. Explain difficult concepts, methods or information in your course.
8. Explain how to study for an examination in the course, and how to identify topics which probably will be covered in the examination.
9. Conduct review sessions before examinations.

The learning assistants do not provide the following:

1. Write speeches or outlines for term papers. (They will discuss with you your topic, help you state it effectively, give help on how to find material for a paper, and give you mimeographed material on how to write a term paper.)

2. Teach you material you have not yet read. (They will make suggestions on how to study the material, how to pick out important points, and how to underline or make notes on material you are studying.)

3. Work math problems for you. (They will show you the methods, stay with you as you work sample problems, help you identify errors you are making, and show you how you can check your own work.

TUTORING IN THE LEARNING CENTER - SANTA ANA COLLEGE

AIMS OF TUTORING:

The major of tutoring is to help the student learn how to learn a specific subject, independently, or without assistance.

An additional aim is to explain or clarify certain topics or aspects of the course which the student finds difficult.

TUTOR LEARNING ASSISTANT

JOB DESCRIPTION:

The general responsibility of the tutor assistant is to develop an atmosphere for enjoyable learning in the learning center.

Specific responsibilities include:

1. Assist students in methods of learning one or more specific disciplines or subjects.
2. Convey to or help the student to learn, specific segments of one or more specific disciplines.
3. Assist in developing written and/or audio-visual materials which students can use to learn how to learn independently, one or more specific subjects.
4. Assist in maintaining materials in the learning center, in orderly fashion.
5. Participate in a weekly in-service training session during a stated hour when he is on duty in the learning center.
6. Maintain records of time spent in the learning center, number of students and time spent with each student.
7. Prepare in written form an organized list of concepts, principles, issues, theories, technical vocabulary, etc. for review sessions in one of the subjects in which he tutors.
8. Prepare time report by the 14th of each month, sign it and turn it in.
9. Maintain liaison with instructors who teach the subject in which he tutors.
10. Arrange for, publicize and conduct review sessions, if he has responsibility for any subject.

REQUIREMENTS FOR TUTORS

1. Completion of the course or courses in which he's to tutor with a grade of B or A.
2. Signed recommendation of his instructor the Division Chairman certifying his competence in the subject matter.
3. Willingness to perform the activities listed in the job description.
4. Sincere desire to help students learn how to learn.

SOME ACTIVITIES USUALLY APPROPRIATE, OR OFTEN APPROPRIATE IN TUTORING

1. Course outline or syllabus - check to see whether or not the student has one and understands it.
2. Assignment sheets or directives for completing assignments - check to see whether or not one exists and whether student understands it.
3. Explain the broad topics included in the course and the broad field to which the subject is related.
4. Identify the major organizing categories in the subject or course.
5. Identify the technical vocabulary of the discipline and help student learn how to learn and understand it.
6. Survey the text with the student and help him understand the inter-relationship or progression of topics.
7. Relate the subject to the student's life goals.
8. Many others - - -

TO STUDENTS WHO VISIT THE LEARNING CENTER

We want to know whether or not the Learning Center is meeting your needs and helping you to learn. In order to do this, we are asking you to take a few minutes to complete a questionnaire. The results will be used to help us evaluate the Learning Center.

Please follow the directions given below.

1. Please do not sign your name.
2. Please do not write on the questionnaire.
3. Use the IBM card and pencil provided.
4. Completely blacken the space on the card for each of your responses. Note that for some questions you may choose more than one response. On other questions, choose the response which most closely expresses your own feelings or opinions.
5. If you wish to make any comments, positive or negative, about the Learning Center, please feel free to do so in the space below.
6. Please return your questionnaire, pencil, card and comments to the box on the desk.

THANK YOU

COMMENTS:

LEARNING CENTER
Questionnaire

1. My age group is

   a. 18 or under
   b. 19-21
   c. 22-29
   d. 30-39
   e. 40 or over

2. How many college units have you completed? (SAC or other colleges)

   a. 0-15
   b. 16-30
   c. 31-45
   d. 46-60
   e. over 60

3. How many units are you currently carrying?

   a. 0-3
   b. 4-9
   c. 10-15
   d. 16-18
   e. over 19

4. How many hours each week do you spend on a job?

   a. 40
   b. 20
   c. less than 20
   d. less than 10
   e. none

5. How many times have you had tutoring in your most difficult subject?

   a. 1
   b. 2
   c. 3
   d. 4
   e. 5 or more

6. How many hours a week do you study for your most difficult subject?

   a. 1-3
   b. 4-6
   c. 7-9
   d. 10-12
   e. 13 or more

If you have been at SAC more than one semester:

7. What is your approximate grade point average?

   a. 1-1.6
   b. 1.61-2.20
   c. 2.21-2.80
   d. 2.81-3.40
   e. 3.41-4.00

8. In which of the following areas have you had individual tutoring?
(more than one may be marked)

a. Business
b. Humanities
c. English
d. Foreign Languages
e. none

9. In hwich of the areas listed below have you had individual tutoring?
(more than one may be marked)

a. Math
b. Science
c. Social Science
d. Misc - automotive, child development
e. none

10. In which of the following areas have you attended review sessions?
(more than one may be marked)

a. Business
b. Humanities
c. English
d. Foreign Languages
e. none

11. In which areas listed below have you attended review sessions?
(more than one may be marked)

a. Math
b. Science
c. Social Science
d. Misc-automotive, shild development
e. None

12. Which of the following kinds of help did you get from the learning assistants?
(More than one may be marked)

a. explanation of methods for studying course
b. suggestions on how to study text
c. review of course out line and objectives
d. review and explanation of assignments
e. review of work for errors and suggestions for improvement

13. Whic of the following kinds of activities did the learning assistant do with you?
(More than one may be marked)

a. point out major topics, concepts and types of information important to the course.
b. explain difficult concepts, methods or information in the course.
c. explain how to identify probable examination topics and how to study for the examination. id
d. conduct review sessions.

14. I could understand the learning assistants presentations and suggestions.

a. most of the time
b. some of the time
c. never

15. As a result of being tutored, I expect I will -
(More than one may be marked)

a. get a higher grade than I would have gotten without tutoring.
b. pass the course instead of failing.
c. get the grade I would have gotten without tutoring.

16. I asked for help at the Learning Center because I couldn't
(More than one may be marked)

a. understand major concepts of the course
b. write term papers
c. figure out what I was supposed to learn
d. understand how to apply concepts
e. write essay exams

17. I came to the Learning Center because I didn't know how to:
(More than one may be marked)

a. take lecture notes
b. find important points in a textbook
c. do homework assignments
d. study for the tests
e. write a speech or oral report

18. How much help were the learning assistants to you?

a. a lot
b. a little
c. some
d. none

19. The number of hours the Learning Center was open was:

a. too few
b. enough
c. too many

20. How often were you able to get the tutoring help you needed?

a. most of the time
b. some of the time
c. never

21. The most important things I learned as a result of being tutored was:
(More than one may be marked)

a. how to study textbooks and get important information.
b. how to study for a test.
c. how to do problems or other homework assignments.
d. specific points such as facts, dates, places, people.
e. the major concepts, topics, and information in a course.

22. I didn't get the help I needed from the Learning Center because:
(More than one may be marked)

a. no tutors were available in the subject in which I needed help.
b. the center was not open at hours convenient for me.
c. tutoring didn't give me the information I needed to pass the course.
d. there were not enough books or materials for study.
e. the center was crowded and noisy.

23. Which type of assistance was most helpful to you?

a. individual tutoring
b. group reviews
c. listening to tapes

24. Would it be helpful to you if the Learning Center were open evenings?

a. yes
b. no

25. The Learning Center could be improved by having:
(More than ome may be marked)

a. tutoring in more subjects
b. evening hours
c. more books and audio visual materials
d. more space and places to study
e. more group review sessions

26. In the Learning Center I felt as if:
(More than one may be marked)

a. people really wanted to help me.
b. I didn't know much and would never learn.
c. people helped me because it was their job.
d. my questions and concerns about my courses were understood.
e. I was expected to learn faster than I did.

27. Would you recommend the Learning Center to other students?

a. yes
b. no

28. The Learning Center services should be :

a. increased
b. decreased
c. kept the same

MEJ:mjp
10/27/72

TO SANTA ANA COLLEGE INSTRUCTORS -- DIVISION_____

The College is trying to determine whether or not the Learning Center is meeting the needs of students. In order to do this, we are undertaking a study to gather information from students, learning assistants, instructors and counselors. Your name was randomly picked and we would appreciate it if you would take a few minutes to complete this questionnaire.

Please follow the directions given below:

1. Write in your department/division/program in the student signature space on the card.

2. Do not sign your name.

3. Do not write on the questionnaire.

4. Note that for some questions you may choose more than one response. On other questions, choose the response which most closely expresses your own feelings or opinions.

5. If you wish to make any comments, positive or negative, about the Learning Center, please feel free to do so in the space below. If you write comments, please fill in your division, department or program at the top of the page.

6. Please return your questionnaire, card, comments and pencil in the envelope attached to Mary Jensen's box by Friday, December 15th. Thank you!

* * * *

LEARNING CENTER EVALUATION

Instructor Questionnaire

1. About how many of your students have used the Learning Center?

   a. none
   b. 1/10
   c. 1/4
   d. 1/3
   e. 1/2 or more

2. Have you approved any students requests to be learning assistants?

   a. yes
   b. no

3. What information or materials have you supplied to the Learning Center? (more than one may be selected)

   a. tests
   b. tapes of lectures
   c. course outline
   d. study materials
   e. none

4. How much do you think individual tutoring or review sessons helped your students?

   a. a little
   b. a lot
   c. some
   d. none
   e. no students were tutored

5. The qualifications of the learning assistants to tutor are:

   a. excellent
   b. good
   c. satisfactory
   d. poor

6. What do you think students learned as a result of being tutored? (more than one may be selected)

   a. how to study textbooks and get important information.
   b. how to study for a test.
   c. how to do problems or other homework assignments.
   d. specific points such as facts, dates, places, people.
   e. the major concepts, topics, and information in a course.

7. As a result of being tutored, I expect students enrolled in my classes will: (more than one may be selected)

   a. get a higher grade than they would have gotten without tutoring.
   b. pass the course instead of failing.
   c. get the grade they would have gotten without tutoring.

8. Students didn't get the help they needed from the Learning Center because: (more than one may be marked)

   a. no tutors were available in the subject in which they needed help.
   b. the center was not open at hours convenient for them.
   c. there were not enough books or materials for study.
   d. the center was crowded and noisy.
   e. tutors did not have sufficient background.

9. The number of hours the Learning Center was open was:

   a. too few
   b. enough
   c. too ny

10. Which type of assistance do you think was most helpful to your students?

   a. individual tutoring
   b. group reviews
   c. listening to tapes

11. Would it be helpful if the Learning Center were open evenings?

   a. yes
   b. no

12. The Learning Center could be improved by having: (more than one may be selected)

   a. tutoring in more subjects
   b. evening hours
   c. more books and audio visual materials
   d. more space and places to study
   e. more group review sessions

13. How often do you recommend the Learning Center to students?

   a. frequently
   b. occasionally
   c. seldom
   d. never

14. The Learning Center services should be:

   a. increased
   b. decreased
   c. kept the same

15. Administration of the Learning Center should:

   a. remain under Student Personnel
   b. be placed under Instruction
   c. be coordinatedwith the Reading Program
   d. be coordinated with the Listening Laboratory

16. The Learning Center needs a director hired to work:

a. full time
b. 3/4 time
c. 1/2 time
d. 1/4 time

17. Would the Learning Center be more effective if instructors were more involved in its operation?

a. yes
b. no

18. In which of the following would it be appropriate for instructors to participate? (more than one may be selected)

a. selection of tutors
b. supervision of the Learning Center
c. selection of materials
d. inservice training of tutors
e. none

19. Do you think supplementary material, ie slides, tapes, pictures for classes should be available for students to use in the Learning Center.

a. yes
b. no

20. Do you want to be more involved in working with the Learning Center?

a. yes
b. no

MEJ:jp
11/22/72

LEARNING ASSISTANT QUESTIONNAIRE

1. In which of the following areas have you done individual tutoring?
(more than one may be marked)

a. business
b. humanities
c. english
d. foreign languages
e. none

2. In which of the areas listed below have you done individual tutoring?
(more than one may be marked)

a. math
b. science
c. social science
d. misc - automotive, child development
e. none

3. In which of the following areas have you conducted review sessions?
(more than one may be marked)

a. business
b. humanities
c. english
d. foreign languages
e. none

4. In which areas listed below have you conducted review sessions?
(more than one may be marked)

a. math
b. science
c. social science
d. misc-automotive, child development
e. none

5. Which of the following kinds of help did you give to students?
(more than one may be marked)

a. explanation of methods for studying course
b. suggestions on how to study text
c. review of course out line and objectives
d. review and explanation of assignments
e. review of work for errors and suggestions for improvement

6. Which of the following kinds of activities did you do with students?
(more than one may be marked)

a. point out major topics, concepts and types of information important to the course.
b. explain difficult concepts, methods or information in the course.
c. explain how to identify probable examination topics and how to study for the examination.
d. conduct review sessions.

7. I think students could understand my presentations and suggestions.

   a. most of the time
   b. some of the time
   c. never

8. I think students ask for help at the Learning Center because they couldn't (more than one may be marked)

   a. understand major concepts of the course
   b. write term papers
   c. figure out what I was supposed to learn
   d. understand how to apply concepts
   e. write essay exams

9. I think students came to the Learning Center because they didn't know how to: (more than one may be marked)

   a. take lecture notes
   b. find important points in a textbook
   c. do homework assignments
   d. study for the tests
   e. write a speech or oral report

10. How much help do you think you were to students?

   a. a lot
   b. a little
   c. some
   d. none

11. The number of hours the Learning Center was open was:

   a. too few
   b. enough
   c. too many

11. How often do you think students were able to get the tutoring help they needed?

   a. most of the time
   b. some of the time
   c. never

12. The most important things I think students learned as a result of being tutored were: (more than one may be marked)

   a. how to study textbooks and get important information.
   b. how to study for a test.
   c. how to do problems or other homework assignments.
   d. specific points such as facts, dates, places, people.
   e. the major concepts, topics, and information in a course.

13. I think students didn't get the help they needed from the Learning Center because:
(more than one may be marked)

a. no tutors were available in the subject in which I needed help.
b. the center was not open at hours convenient for me.
c. tutoring didn't give me the information I needed to pass the course.
d. there were not enough books or materials for study.
e. the center was crowded and noisy.

14. Which type of assistance do you think was most helpful to students?

a. individual tutoring
b. group reviews
c. listening to tapes

15. Do you think it would be helpful if the Learning Center were open evenings?

a. yes
b. no

16. The Learning Center could be improved by having:
(more than one may be marked)

a. tutoring in more subjects
b. evening hours
c. more books and audio visual materials
d. more space and places to study
e. more group review sessions

17. In the Learning Center I think students felt as if:
(more than one may be marked)

a. people really wanted to help them.
b. They didn't know much and would never learn.
c. people helped them because it was their job.
d. their questions and concerns about their courses were understood.
e. they were expected to learn faster than they did.

18. Do you recommend the Learning Center to students?

a. yes
b. no

19. The Learning Center services should be:

a. increased
b. decreased
c. kept the same.

MEJ:mjp
11/14/72

LEARNING CENTER EVALUATION
Counselor Questionnaire

1. How much do you think tutoring helps students?

   a. a little
   b. a lot
   c. some
   d. none
   e. no opinion

2. In my opinion the qualifications of the learning assistants to tutor are:

   a. excellent
   b. good
   c. satisfactory
   d. poor
   e. no opinion

3. According to your observations what do you think students learned as a result of being tutored?
   (more than one may be selected)

   a. how to study textbooks and get important information
   b. how to study for a test
   c. how to do problems or other homework assignments
   d. specific points such as facts, dates, places, people
   e. the major concepts, topics, and information in a course

4. Students have reported to me that they didn't get the help they needed from the Learning Center because:
   (more than one may be marked)

   a. no tutors were available in the subject in which they needed help
   b. the center was not open at hours convenient for them
   c. there were not enough books or materials for study
   d. the center was crowded and noisy
   e. tutors did not have sufficient background

5. The number of hours the Learning Center was open was:

   a. too few
   b. enough
   c. too many

6. According to reports you have received or observations you have made which type of assistance do you think was most helpful to students?

   a. individual tutoring
   b. group reviews
   c. listening to tapes

7. Would it be helpful if the Learning Center was open evenings:

   a. yes
   b. no

8. The Learning Center could be improved by having:

   a. tutoring in more subjects
   b. evening hours
   c. more books and audio visual materials
   d. more space and places to study
   e. more group review sessions

9. How often do you recommend the Learning Center to students:

   a. frequently
   b. occasionally
   c. seldom
   d. never

10. The Learning Center services should be:

    a. increased
    b. decreased
    c. kept the same

11. Administration of the Learning Center should:
    (more than one may be selected)

    a. remain under Student Personnel
    b. be placed under Instruction
    c. be coordinated with the Reading Program
    d. be coordinated with the Listening Laboratory

12. The Learning Center needs a director hired to work:

    a. full time
    b. 3/4 time
    c. 1/2 time
    d. 1/4 time

13. Would the Learning Center be more effective if instructors were more involved in its operation:

    a. yes
    b. no

14. Do you think counselors should continue to be involved in the operation of the Learning Center:

    a. yes
    b. no

15. In which of the following is it appropriate for counselors to participate:
(more than one may be selected)

a. selection of tutors
b. supervision of the Learning Center
c. selection of materials
d. inservice training of tutors
e. none

16. Do you think supplementary materials of insturction ie. slides, tapes, pictures etc. should be available for students use in the Learning Center:

a. yes
b. no

17. What do you do most often while you are in the Learning Center:
(more than one may be selected)

a. hold regular counseling appointments
b. counsel students who come for tutoring
c. answer learning assistants questions
d. check on learning assistants attendance
e. my own work, ie grading papers, etc.

18. Do you consider your work in the Learning Center to be an effective use of your time?

a. yes
b. no

19. How often do you think students received the tutoring help they needed?

a. most of the time
b. some of the time
c. never

20. In general, according to reports I received or observations I made I think students who came for tutoring felt as if:
(more than one may be selected)

a. people really wanted to help them
b. they didn't know much and would never learn
c. people helped them because it was their job
d. their questions and concerns about their courses were understood
e. they were expected to learn faster than they did

21. In general what best describes your observation of the learning assistants attitudes toward students and their subject:

    a. very interested
    b. somewhat interested
    c. not interested
    d. no observation

22. In general what best describes your observations of students attitudes?

    a. very interested and attentive
    b. somewhat interested and attentive
    c. not interested or attentive
    d. no observation

23. According to my observation, I think students benefited from tutoring:

    a. most of the time
    b. some of the time
    c. none of the time
    d. no observation

24. How many students do you feel got the help they needed from the Learning Center?

    a. most
    b. some
    c. none
    d. no opinion

25. According to reports you have received or observations you have made, which type of assistance did students feel was most helpful to them?

    a. individual tutoring
    b. group reviews
    c. listening to tapes

26. In general, students reported that tutoring was:

    a. a lot of help
    b. some help
    c. no help
    d. no reports received

MEJ:j
12/7/72